

# Hennepin Technical College Corporate Engagement Report

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## **1. Executive Summary**

Hennepin Technical College (HTC) trains and educates a portion of the work force in Minnesota. The relationship between HTC and businesses is important for closing any projected skills gap in the workforce by graduating well-trained students to fill current and future job vacancies. Best practices have determined that it's essential to maintain a positive relationship with business partners so that students have a rewarding experience, faculty continue to cultivate external relationships, and corporate partners remain engaged. There is a sentiment within HTC that corporate partners have concerns regarding the decentralized nature of current corporate engagement efforts. The focus of this project is to provide HTC with an opportunity to learn about and further explore what corporate partners want and need. The project will also define current efforts of faculty within a program area, and provide HTC with the opportunity to build consensus on a corporate engagement strategy that fulfills the needs of both their external and internal stakeholders. Recommendations will guide HTC in determining next steps in building their corporate engagement program.

## **2. Introduction**

### **2.1 Contextual Setting**

Hennepin Technical College (HTC) is a medium sized, stand-alone, two-year technical college, with two campuses located in suburban Minneapolis, Minnesota.<sup>1</sup> Established in 1972, HTC was built to fulfill the need of post-secondary and adult vocational technical education in Minneapolis and St. Paul. At the time, as the suburban community was growing so also was the need for a skilled workforce.<sup>2</sup>

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<sup>1</sup> Hennepin Technical College. (2016). *2016 Hennepin Technical College Fact Book*. Retrieved from <https://s3.amazonaws.com/htcir/HTCFactBook2016.pdf>

<sup>2</sup> Hennepin Technical College. Retrieved from <https://hennepintech.edu/about/pages/189>

HTC is a public college within the Minnesota State colleges and universities system that has nearly 2,500 technical training programs.<sup>3</sup> HTC offers over 45 fields of study with customized training programs and works closely with community partners in several fields.<sup>4</sup> Currently HTC offers 47 Associate of Applied Science (AAS) degrees, three Associate of Science (AS) degrees, 62 Diploma programs and 68 Certificate programs.<sup>5</sup> HTC currently has over 9,500 enrolled students and has a staff of nearly 800; 98% of graduates find full-time job-placement within HTC's network of partners.<sup>6</sup>

As a technical school, HTC provides employment-preparation skills and works closely with businesses providing customized training. The relationship between HTC and businesses is important for closing the skills gap in the workforce by producing well-trained students to fill job vacancies. An important element of maintaining a positive relationship between HTC and its business partners is an effective corporate engagement strategy. HTC has identified a need for a clearly defined corporate engagement strategy that will result in better corporate partnerships. There is a sentiment within HTC that corporate partners have concerns regarding the decentralized nature of current corporate engagement efforts. Currently, faculty within each program are responsible for recruiting corporate partners that match the experience and study area of their respective students. Faculty are also in charge of maintaining and retaining the relationship with corporate partners. Therefore, the experience for partners can vary across HTC program areas. While HTC has numerous programs and partners with various businesses, the

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<sup>3</sup> Magan, Christopher. (2017, May 9). MN companies have jobs they can't fill. Here's how some are trying to reduce that. *Pioneer Press*. Retrieved from <http://www.twincities.com/2017/05/09/businesses-partner-with-technical-schools-to-close-skills-gap/>

<sup>4</sup> Hennepin Technical College. Retrieved from <https://hennepintech.edu>

<sup>5</sup> Hennepin Technical College. Retrieved <https://hennepintech.edu/about/pages/189>

<sup>6</sup> Hennepin Technical College. Retrieved from <https://hennepintech.edu>

biggest identified employment shortage is within skilled production and manufacturing work.<sup>7</sup>

According to the Minnesota Department of Employment and Economic Development report from 2011, 47% of survey respondents from MN manufacturing companies had job openings that were unfilled because applicants were not qualified. Furthermore, 45% of respondents indicated moderate or serious shortage within the workforce. Therefore, the immediate corporate-engagement project will focus on the manufacturing industry.

Through this project, HTC has the opportunity to learn about and further explore what their corporate partners want and need. They will also learn more about the current efforts of faculty within each program area, what activities have been successful and what activities haven't worked. Furthermore, this project provides HTC with the opportunity to strive for consensus on a corporate engagement strategy that fulfills the needs of both their external and internal stakeholders.

An effective corporate engagement program will result in:

- Positive internship/mentoring workforce development experiences for students;
- Successful technology transfer for faculty and corporate partners;
- High rate of recruitment, job placement, and job retention for graduates; and,
- Increased philanthropic support for the school.

Finally, this project will provide a baseline assessment of HTC's current activities as well as identify best practices from peer institutions so that HTC may meet the needs of their corporate partners.

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<sup>7</sup> Minnesota Department of Employment and Economic Development. (2011). *Understanding the worker needs of manufacturers: the 2011 Minnesota skills gap report*. Retrieved from [https://mn.gov/deed/assets/2011-skills-gap-full-report\\_tcm1045-133154.pdf](https://mn.gov/deed/assets/2011-skills-gap-full-report_tcm1045-133154.pdf)

## 2.2 Problem statement

*HTC corporate partners are dissatisfied with current corporate engagement efforts.*

Corporate partners' dissatisfaction with current corporate engagement efforts is a problem for HTC for three reasons. First, although HTC wants corporate partners to have positive experiences with the college, they are all working with individual faculty members, so they each have a different experience based on the relationship with the faculty member. Second, HTC lacks the ability to explore the needs of their corporate partners because they are unique to each partner. Third, HTC does not agree on a corporate engagement strategy that fulfills the needs of both their external and internal stakeholders.

HTC wants corporate partners to have positive experiences with faculty, students, graduates and the leadership of the college because it impacts all areas of the college. Ensuring a positive experience will encourage corporate partners to offer student opportunities in the future, hire HTC graduates, and support the school philanthropically. Positive experiences with corporate partners will have an impact on students' view of their education and the value they received, as well as their job retention post-graduation. "Strong partnerships among the public workforce system, education providers, and employers in key sectors appear to be critical for improving employment and earnings outcomes for workers." (U.S. DOD) Finally, positive experiences will have an impact on faculty and their ability to recruit and retain corporate partners, and provide valuable experiences for students.

Exploration of this problem will provide an opportunity for HTC to identify the needs of their corporate partners and will assist them in developing a new corporate engagement strategy. Initial conversations with HTC indicated that they believe the manufacturing industry is anticipating a worker shortage in the coming years and is looking for solutions to this problem by

partnering with HTC to ensure qualified candidates are available. Positive relationships with corporate partners is essential for successful collaborations. Moving forward, development of a corporate engagement strategy that positively impacts all stakeholders is important. The strategy needs to be developed with an understanding of what has happened historically, what industries need from graduates, and what changes need to be made to educational programs to support the identified needs.

### **2.3 Research Questions**

To understand the concerns that HTC corporate partners have with the current engagement efforts, this study will review peer institutions and the HTC Manufacturing & Engineering Technology faculty's perspective to understand what has been successful and unsuccessful in engagement efforts. Further, the study will investigate corporate partners' perspectives as they are collaborating with HTC by trying to bridge the employment gap for the manufacturing industry.

Question #1: What are the corporate partners' assessments of current engagement efforts related to their level of satisfaction with the efforts and their recommendations for improvements in the partnerships with HTC?

Question #2: What is the faculty's understanding of the strengths and weaknesses of the corporate engagement strategies at HTC?

Question #3: What are successful corporate engagement strategies/programs in similar higher education environments?

### **2.4 Project Objectives**

The objectives of this project are first to provide best practices from peer institutions related to corporate engagement strategies. Even though HTC has already looked to their peers

for this information and determined that the existing models don't correlate precisely with HTC's objectives, there may be ideas identified through a literature review that could prove helpful to HTC.

The second objective is to provide a baseline assessment of HTC's current activities related to corporate engagement. By engaging faculty from the Manufacturing & Engineering Technology program and corporate partners, an overview of successful and unsuccessful activities can be identified, providing a baseline from which to develop a revised strategy.

### **3. Literature Review**

#### **3.1 Introduction**

The relationship between corporations and institutions of higher education is shifting from one that has been primarily philanthropic to a mutually beneficial relationship that fulfills the needs of students, schools and corporate employers. Emerging strategies for meaningful corporate engagement fall into four main categories: Institutional Support & Coordination, Reporting Metrics, Long-Term Planning and Corporate Partner Customer Service.

In the ever-evolving landscape of higher education, institutions must be focused on student enrollment, engagement, and post-graduation job placement to remain competitive. For community and technical colleges, efforts in the third category – post-graduation job placement - can take the form of institution-wide corporate engagement programs that match students with employers in various industries. This approach is necessitated by what is described in the literature as a shift away from purely philanthropic giving on the part of corporations towards a more mutually beneficial partnership between corporations and universities (Garber, 2017). This trend has arisen primarily in the last decade (Kansas State University Foundation, 2010). Adding to the pressure schools face is the shrinking pot of public funds available to them. Schools must



innovate to expand all sources of support including funding and resources from the corporate sector. In the future, the amount of truly philanthropic support a university receives from a company will depend in part on the number and quality of non-philanthropic engagements (NACRO, 2011). Corporations will more readily give to institutions of higher education that can deliver valuable partnerships that go beyond one-way relationships where money flows from the company to the school with the company receiving no concrete benefit in return. Sustained giving will be aided by on-going, mutually beneficial partnerships between the private sector and schools.

While there is limited literature on corporate engagement strategies specific to community and technical colleges, a small number of in-depth studies focused mostly on four-year universities serve as a baseline for guidance. The most comprehensive review of corporate engagement strategies to date comes from the Network of Academic Corporate Relations Officers Benchmarking Committee's (NACRO) *Five Essential Elements of a Successful Twenty-First Century University Corporate Relations Program*, which synthesized knowledge from 23 different universities in the United States. A summary of this literature suggests that successful corporate engagement in higher education generally falls into four main categories: Institutional Support & Coordination, Reporting Metrics, Long-Term Planning and Corporate Partner Customer Service.

### **3.2 Corporate Engagement in Higher Education**

The first category of engagement is *Institutional Support & Coordination*, which was defined as the commitment of school leadership to establish, maintain, and properly fund corporate engagement strategies as well as ensuring that basic institutional support such as staffing and advisory committees are in place (NACRO, CSW, and Kansas State University).

The second category, *Reporting Metrics*, was defined in the literature as clearly articulated institutional goals, (e.g. engaging with five additional potential corporate partners per month or enrolling 100 new students in a given period) that were tracked in a systematic way, reported on, and used to make decisions moving forward. The use of databases was also encouraged as a central repository for engagement data (Kansas State University, 2011).

The third category, *Long-Term Planning*, meaning the ability to work with corporate partners to understand and anticipate labor trends and taking steps to address those future needs, was the focus for much of the literature. Engaging industry on the front-end to understand what skills they were going to need for workers, and then using that information to guide university course planning was helpful for many institutions (UBC Board of Governors, n.d.). In addition, on-going engagement so that corporate partners can evaluate the curriculum as it progresses is a way to ensure that an educational institution is meeting industry standards (Corporate Voices for Working Families, 2012). An example of a successful long-term, collaborative planning process was apparent in the 2005 case of the Kentucky Community and Technical College System. Twelve colleges within the system partnered with 18 automotive manufacturing companies in eight states to create the Automotive Manufacturing Technical Education Collaborative (AMTEC). AMTEC worked with their partners to identify a common set of competencies and a common curriculum for the automotive industry that, once combined with input from significant industry players such as Toyota, BMW, Ford and General Motors, led to the standardized curriculum that is now used across the industry (Corporate Voices for Working Families, 2012).

The final category identified in the literature, *Corporate Partner Customer Service*, is the umbrella concept that speaks to the ease of use in contacting and coordinating with the school for the corporate partners. This can be a one-stop shop framework, where connection to one

university entity triggers connection to all (NACRO, 2011) or a corporate liaison network which includes representatives from every campus and department allowing for a collaborative working group (Kansas State University, 2011). The recurring theme in the literature is that simplicity of access for the corporate partners, who are understood to be very busy and looking for streamlined ways to work with schools, is an important aspect of a well-run corporate engagement strategy.

Studies of corporate engagement in higher education suggested that corporation-centered approaches are helpful in the changing landscape of corporate giving. Institutions of higher education must move to intentionally designed and holistic strategies that incorporate *Institutional Support & Coordination, Reporting Metrics, Long-Term Planning and Corporate Partner Customer Service* as part of their engagement strategy to best support corporate giving and collaborative partnerships.

## **4. Research Design and Methodology**

### **4.1 Methodology**

This research utilized an *exploratory (inductive)* design to gain a better understanding of what might be the cause of HTC's corporate partners' dissatisfaction with HTC. The project consisted of two surveys and a series of informational interviews with identified HTC faculty and staff. These participants were identified as stakeholders in HTC corporate engagement efforts. HTC manufacturing corporate partners were also surveyed.

### **4.2 Research Objectives**

The main objectives of the research were:

1. Exploration of the manufacturing corporate partners' assessments of current engagement efforts related to their level of satisfaction with the efforts and their recommendations for improvements in the partnerships with HTC.
2. Identification of the strengths and weaknesses of the HTC corporate engagement strategy as described by faculty and key administrators.
3. Assessment of the existing literature that has explored and identified corporate engagement strategies/programs in other collegiate environments.

### **4.3 Data Collection Method**

Surveys were used to collect data from HTC faculty within the Manufacturing & Engineering Technology program. There were 23 email surveys sent to faculty (Appendix A) who were identified as key stakeholders in the HTC corporate engagement process. Survey questions were structured to obtain data on topics that included the importance of corporate engagement strategy, the objectives of HTC corporate strategy, faculty understanding of how HTC measures success in corporate engagement, and activities that have led to corporate partnerships. In addition, 144 of HTC's corporate partners (Appendix B) within the manufacturing industry were surveyed. Finally, two informational interviews occurred with a small group of faculty to help supplement any gaps identified in the survey research. These interviews used topic-focused questions similar to the survey. HTC's Chief Advancement and Communications Officer helped recruit participants.

## **5. Results and Discussion**

For the internal survey of faculty from the Manufacturing and Engineering Technology program, there were 7 responses of the total 23 surveyed resulting in a 30% response rate. For the external corporate partner survey that focused on manufacturing businesses, there were 13

responses of the total 144 surveyed resulting in a 9% response rate. Additionally, two interviews of faculty in the Manufacturing and Engineering Technology program were conducted.

### 5.1 Survey Findings

The survey findings were divided into five categories: satisfaction, importance, objectives, metrics, and activities. Faculty participants were asked eight questions and corporate partners were asked the same eight questions as well as an additional two questions. See appendices 1 and 2.

***Satisfaction.*** Participants were asked to rate their level of satisfaction with current corporate engagement efforts in the Manufacturing and Engineering Technology program. This survey question called for a single ranking response, which included *extremely satisfied, slightly satisfied, neither satisfied nor dissatisfied, slightly satisfied* or *extremely dissatisfied*. The data from both internal and external participants indicated they were *slightly satisfied* with the current efforts. This finding represents 57% of faculty who responded and 46.15% of corporate partners who responded.

***Importance.*** Participants were asked to rate how important is it that HTC have a comprehensive corporate engagement strategy that enhances the student experience and ensures positive relationships with faculty. This survey question called for a single ranking response, which included *important, somewhat important, neutral, somewhat unimportant* or *unimportant*. The data from both internal and external participants were not aligned in rating the importance. Of faculty responses, 57.14% responded that a comprehensive corporate engagement strategy was *important* with the remaining 42.86% selecting *somewhat important*. In contrast, 92.31% of corporate partners responded that a comprehensive corporate engagement strategy was *important*.

**Objective.** Participants were asked to identify the objective of a corporate engagement program. This question allowed for multiple responses which included: *provide financial support to the college, clearly articulated institutional goals related to engaging corporate partners, understand labor trends, allow industry to evaluate program curriculum and identify and provide customer service standards for corporate partners.* The faculty participants' top objectives included *understand labor trends, provide financial support to the college and clearly articulated institutional goals related to engaging corporate partners.* The corporate partner participants' top objectives included *understand labor trends and allow industry to evaluate program curriculum.* Based on the data, both faculty and corporate partners agree that *understanding labor trends* should be the primary objective of the program. This implies that both parties value what each other brings to the partnership. Faculty's understanding of what the employer needs is key to developing a curriculum that ensures student success in the workforce. Corporate partners' relationship with faculty and the institution is important to ensuring that the curriculum is up to date and will meet the future needs of industry. Furthermore, a positive relationship will allow labor trend information to be shared and explored so that both parties' needs can be met.

**Metrics.** Participants were asked how they measured success when evaluating a corporate partnership. This survey question was open-ended. The key theme from both participant groups centered on graduate entry into the workforce. Two responses stated "hiring students", and one said "Placement & pay & graduate satisfaction with job". The faculty participants focused on availability of jobs; whereas, the corporate partners focused on job readiness of graduates. For example, "Education and knowledge level of and students graduating from the programs" and "When graduates have the required skill sets for industry".

**Activities.** Participants were asked three different questions that focused on activities resulting from corporate partnerships. The first question asked if partnerships have resulted in internships, mentoring or job placement for students or graduates. The faculty participants responded with a 100% response of “yes”; whereas, 61.54% of corporate partners responded with “yes”. This could imply that corporate partners do not have the same longevity and institutional knowledge as faculty members. One corporate partner respondent even stated that they were new and didn’t know yet. Of the corporate partner participants that responded, 46.15% indicated that they currently have a formal internship program. Participants were also asked what activities they participated in or were aware of that were successful or unsuccessful. This survey question was open-ended. Similar responses emerged from both participant groups. Career/job fairs were given as both a successful and unsuccessful activity by both faculty and corporate partners. One corporate partner stated the “school-wide career fair was too diluted”, while four others listed the career fair as a successful activity.

## **5.2 Informational Interviews**

Interviewees were asked questions that were similar to the faculty survey, however they were open ended to gain deeper insight from HTC faculty. Several common themes emerged from the interviews. First, faculty have developed their own corporate engagement activities. Second, they consider corporate engagement a means to philanthropy through gifts-in-kind, outright gifts, scholarships and student employment. Third, faculty need more support from the administration when obtaining gifts-in-kind. Additionally, faculty noted that the relationships that exist have been cultivated by individual faculty members and span 25+ years. Faculty identified successful activities as including site visits, guest speakers, and a very successful

career fair. Finally, the faculty interviewed defined success as positive relationships with industry and increased philanthropy.

Ultimately, the research was inconclusive. The data collected could not support the initial problem statement that noted that current HTC partners are dissatisfied with the corporate engagement efforts. While the majority of corporate partner responses were positive, HTC has viewed corporate partners as having a negative impression of the decentralized efforts in corporate engagement. A review of data from these partners demonstrates that HTC's concerns were not supported. However, the goal of creating a baseline assessment of faculty and corporate stakeholders' perceptions of corporate engagement has been achieved.

## **6.0 Limitations**

Limitations of this research include a small sample size, a low survey response rate that may have led to selection bias, and limited access to relevant secondary data initially included in the project proposal. Future research should include data from established sources such as regional consortiums, additional government entities and other institutions of higher education and should focus on the area of corporate engagement as it relates to community and technical colleges.

## **7.0 Recommendations**

While the data collected for this project suggests that corporate partners feel positively about their relationships with HTC, there is room for growth in following best practices noted in the research literature. By reviewing its corporate engagement practices, HTC has the opportunity to develop and implement an engagement program that fosters a multidimensional relationship with corporate partners yielding mutual benefits such as tech transfer, workforce development programs and recruitment. A robust engagement program can also bolster philanthropic support for HTC.



Based upon the project findings as well as the predominant literature on academic-corporate relations, a primary recommendation for HTC is to consider an integrated corporate engagement strategy. While there have been several successful corporate engagement activities such as the popular career fair, site visits and guest speakers, these have originated as individual activities which were not coordinated or carried out strategically. In developing and implementing an integrated corporate engagement program, there are several categories of actions to consider:

- Institutional support and coordination of philanthropy from corporate partners.  
Specifically, infrastructure to support faculty who solicit and receive gifts-in-kind.
- Metrics and performance indicators for programs and activities. Identify at the outset what success looks like for HTC and what the return on investment is for corporate partners.
- Long-term planning to develop a deliberate and sustainable corporate engagement program. Broaden the scope of research and data to include other HTC programs and industry stakeholders.
- Corporate partner customer service to ensure positive relationships. Design an integrated approach that meets the needs of students and faculty, while at the same time building a positive relationship with your corporate partners.

## **8.0 Conclusions**

After reviewing the available literature regarding corporate engagement in higher education, surveying and interviewing current manufacturing faculty at HTC, and surveying members of the Manufacturing Advisory Committee, the following next steps are recommended:

- A survey of faculty and staff outside of the manufacturing department would provide a baseline comparison of both historical, current and proposed efforts currently being

undertaken by various departments. The survey has the potential of doing one of two key things: it could find that other departments have well-defined corporate engagement practices that the manufacturing department could easily adopt or it may find that no department within HTC has a sufficiently articulated corporate engagement strategy. This could suggest that combined effort between multiple departments to create a HTC-wide, holistic approach would be useful.

- Similar to surveying faculty, a survey of career development staff could provide insight into other activities that have been successful at HTC pertaining to corporate engagement.
- A student survey would allow their needs to be identified and incorporated into the corporate engagement program.

The combination of the data and input from the additional stakeholders listed above may provide additional data to develop a more comprehensive baseline from which HTC could create an effective corporate engagement program. Based on limited responses and a likely selection bias, that data shows that corporate partners feel satisfied with the overall relationship with HTC.

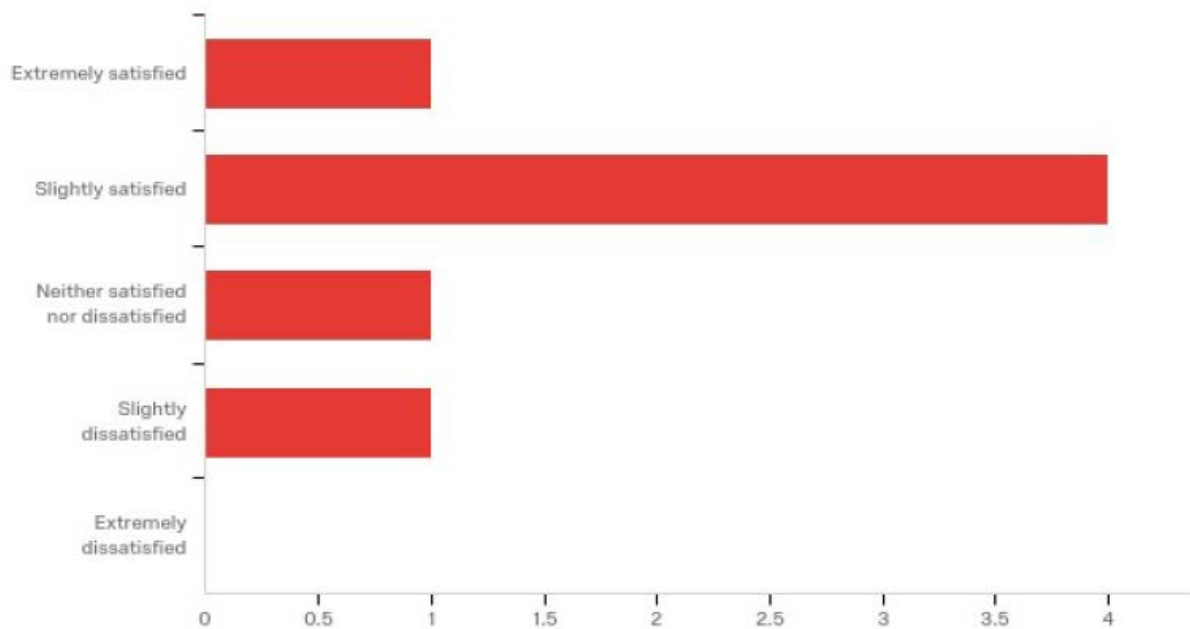
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## 10.0 Appendix

### Appendix A – Hennepin Technical College Corporate Engagement Survey for Faculty

**Q2 - What is your level of satisfaction with current corporate engagement efforts in the Manufacturing & Engineering Technology program?**

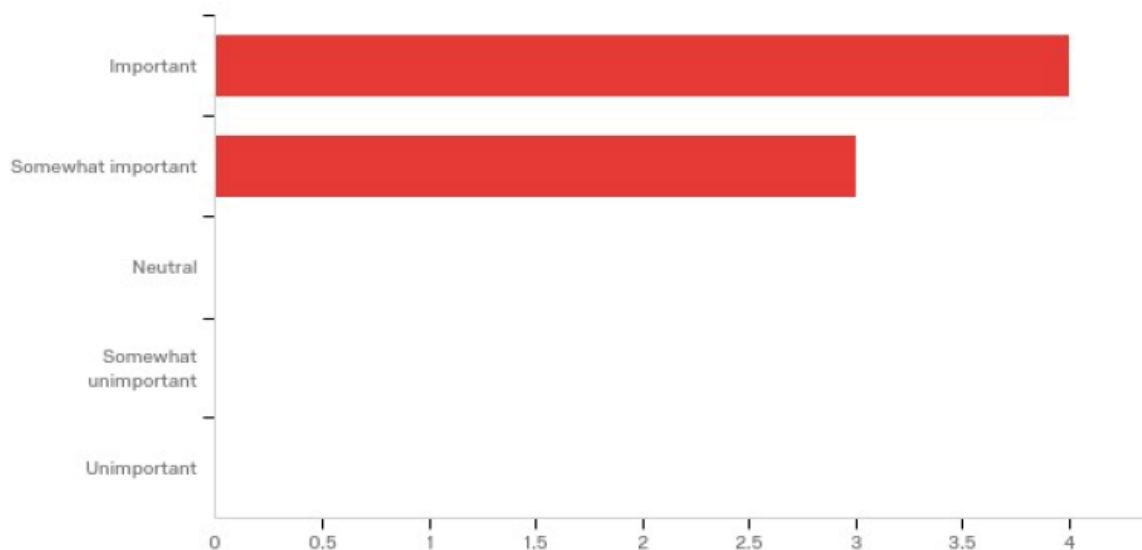


#	Answer	%	Count
1	Extremely satisfied	14.29%	1
2	Slightly satisfied	57.14%	4
3	Neither satisfied nor dissatisfied	14.29%	1
4	Slightly dissatisfied	14.29%	1
5	Extremely dissatisfied	0.00%	0
	Total	100%	7

**Q3 - What is at least one thing you do to keep corporate partners engaged in the Manufacturing & Engineering Technology program?**

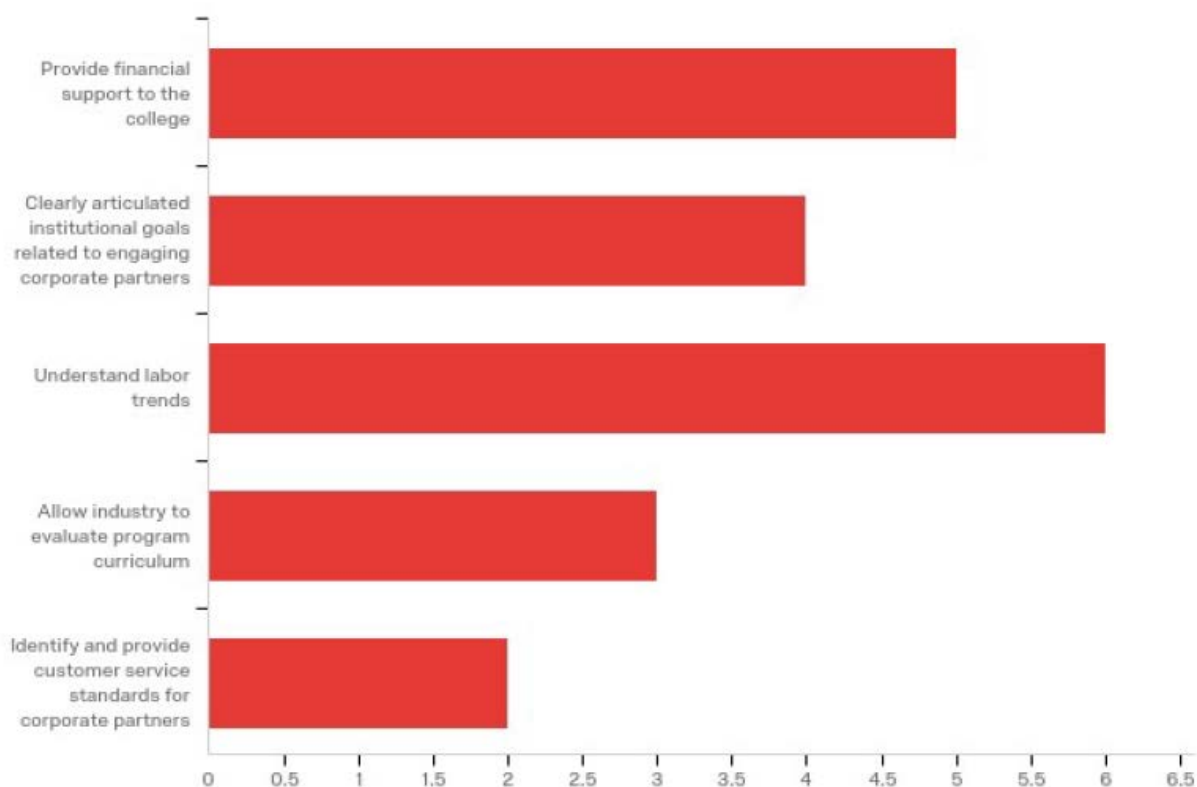
What is at least one thing you do to keep corporate partners engaged in the Manufacturing & Engineering Technology program?
Check for available job openings in our area of manufacturing.
have advisory board meetings, host a well attended career fair, have companies attend our student club meetings, have guest speakers to our classes, go on industry tours with our classes
Advisory Board meetings, student field trips to industry sites, and classroom visits from employers.
Advisory meetings, emails to partners, and company tours
Advisory committee & Institute of Packaging Professionals & Packaging Machinery Manufacturers Institute.

**Q4 - How important is it that Hennepin Technical College have a comprehensive corporate engagement strategy that enhances the student experience and ensures positive relationships with corporate partners?**



#	Answer	%	Count
1	Important	57.14%	4
2	Somewhat important	42.86%	3
3	Neutral	0.00%	0
4	Somewhat unimportant	0.00%	0
5	Unimportant	0.00%	0
	Total	100%	7

**Q5 - What should be the objectives of a corporate engagement program? (check all that apply)**



#	Answer	%	Count
1	Provide financial support to the college	25.00%	5
2	Clearly articulated institutional goals related to engaging corporate partners	20.00%	4
3	Understand labor trends	30.00%	6
4	Allow industry to evaluate program curriculum	15.00%	3
5	Identify and provide customer service standards for corporate partners	10.00%	2
	Total	100%	20

**Q6 - How do you measure success when evaluating a corporate partnership?**

How do you measure success when evaluating a corporate partnership?
Communication & if they are supporting our program & hiring our students.
providing internships, guest speakers, donations (equipment, money), participation at career fair, helping critique curriculum
I do not have a metric.
Hiring of students is number 1. Providing support through equipment and financial donations is 2
Placement & pay & graduate satisfaction with job

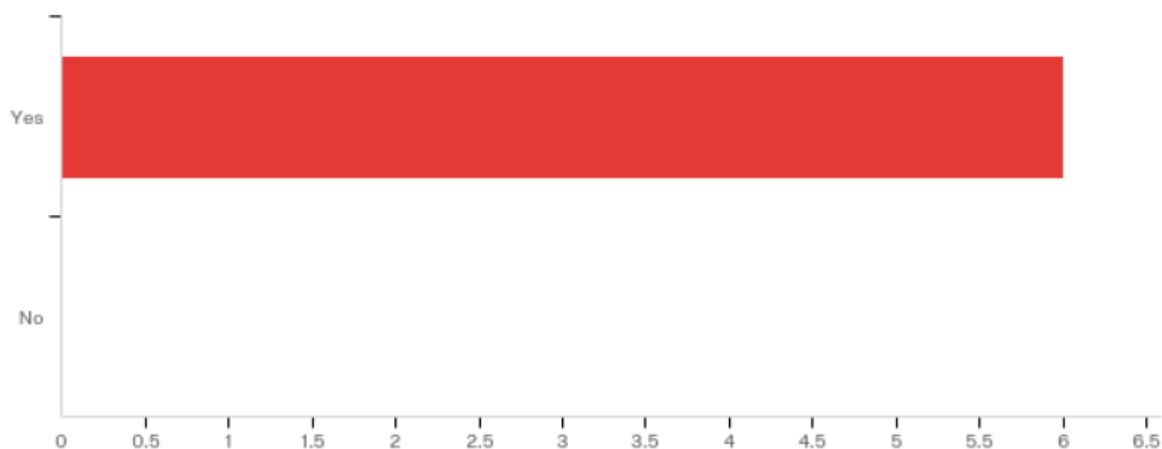
**Q8 - List at least one successful corporate activity that you have participated in or are aware of:**

List at least one successful corporate activity that you have participated in or are aware of:
Students hired for jobs in our field of learning.
Career fair, Annual Gala, Internship, Pipeline grant, advisory board meetings
Classroom presentations to students.
Facility Tours
Internships
A corporation providing tuition assistance to students in the program.

**Q9 - List at least one unsuccessful corporate activity that you have participated in or are aware of:**

List at least one unsuccessful corporate activity that you have participated in or are aware of:
Not sure on this one
Robot Alley
Asking industry partners for money.
Tour of Manufacturing. However with proper marketing and institutional support this could be beneficial
none

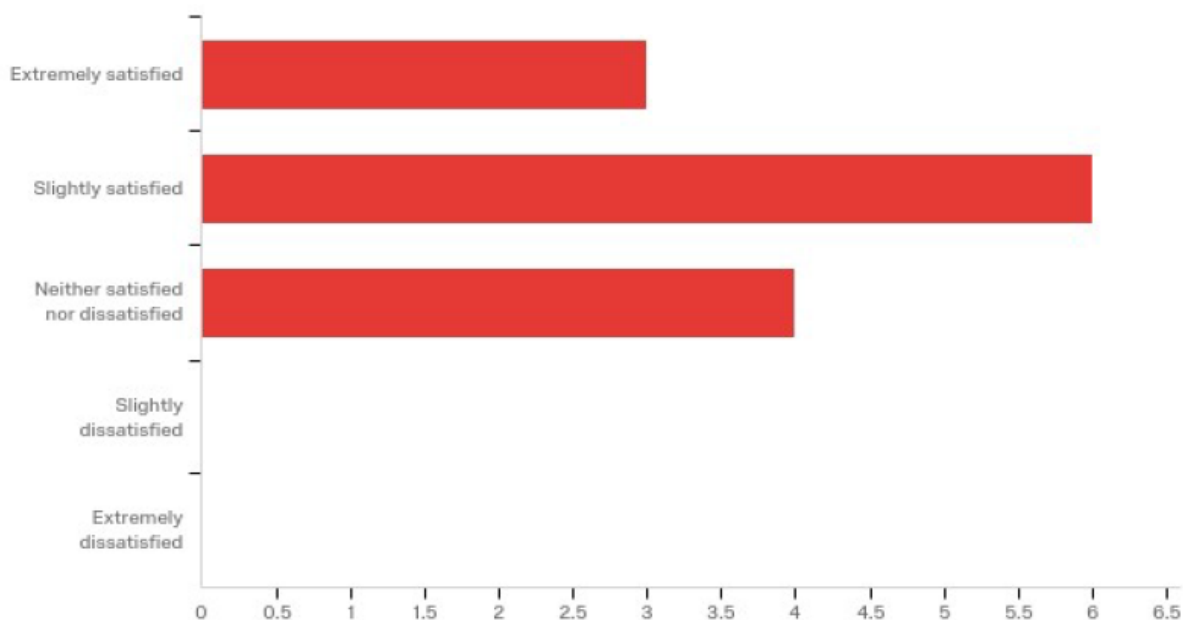


**Q10 - Have your partnerships with corporations resulted in activities (such as internships, mentoring, job placement) for students or graduates?**

#	Answer	%	Count
1	Yes	100.00%	6
2	No	0.00%	0
	Total	100%	6

## Appendix B – Hennepin Technical College Corporate Engagement Survey for Corporate Partners

**Q2 - What is your level of satisfaction with current corporate engagement efforts in the Manufacturing & Engineering Technology program?**

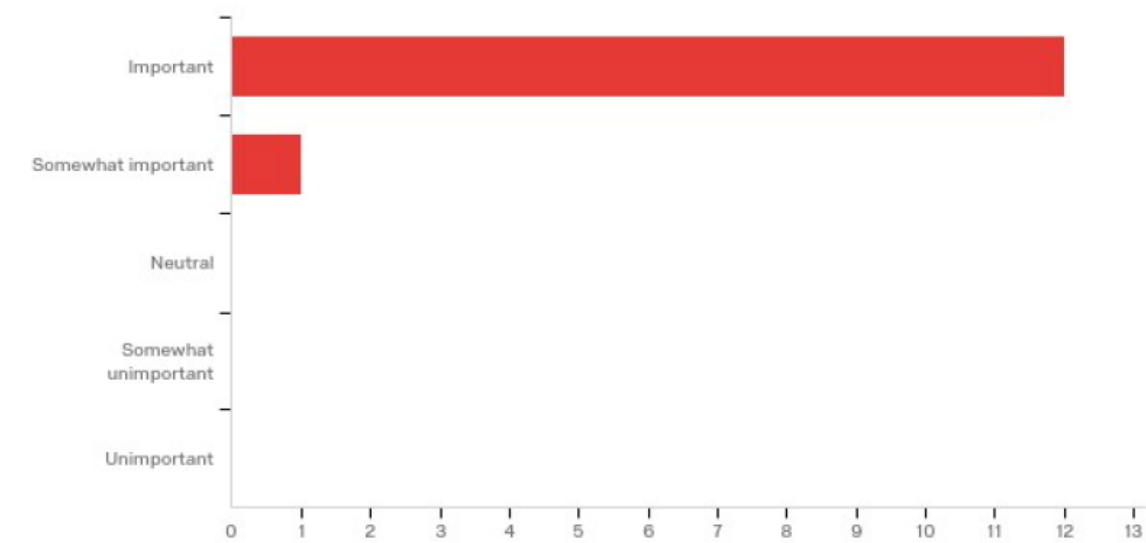


#	Answer	%	Count
1	Extremely satisfied	23.08%	3
2	Slightly satisfied	46.15%	6
3	Neither satisfied nor dissatisfied	30.77%	4
4	Slightly dissatisfied	0.00%	0
5	Extremely dissatisfied	0.00%	0
	Total	100%	13

### Q3 - What is at least one thing you do to stay connected to the Manufacturing & Engineering Technology program?

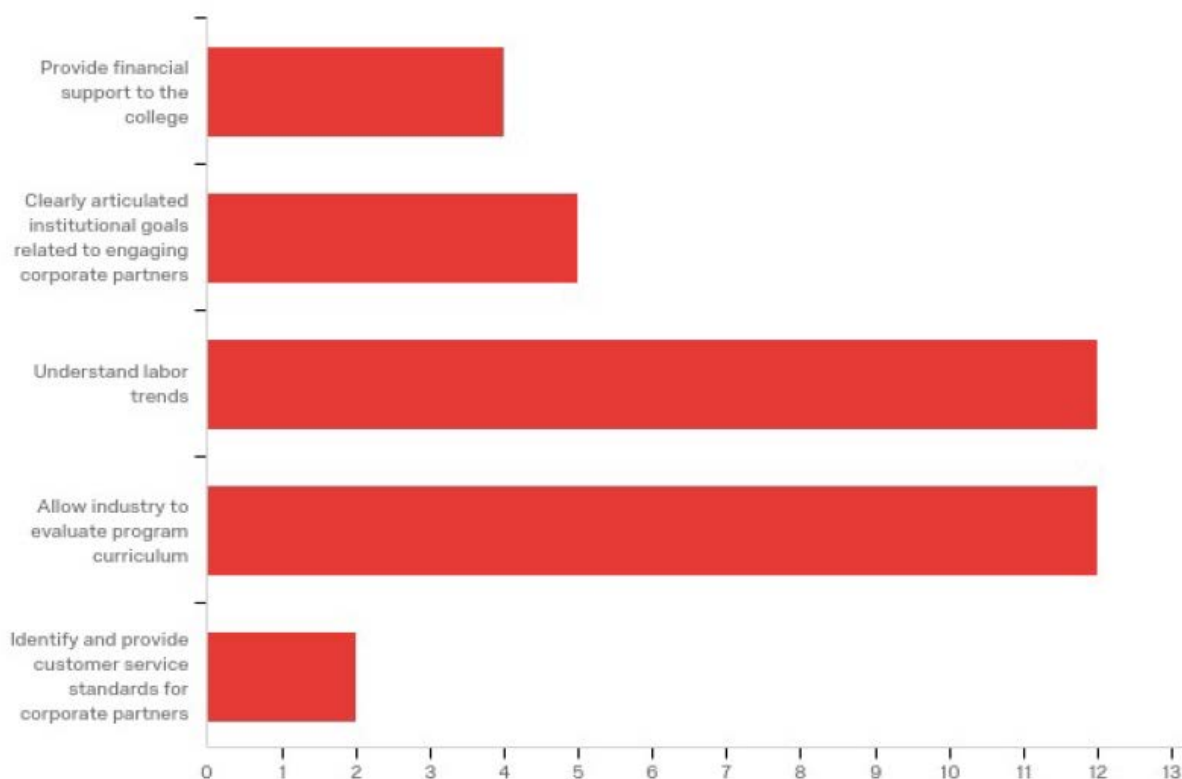
What is at least one thing you do to stay connected to the Manufacturing & Engineering Technology program?
Attend advisory meetings.
Attend the Advisory meeting for Machine Trades, and contribute (donations) to the program.
Advisory committee
sit on the advisory board
Attend the yearly dinner reception
i sit on the advisory committee for the cabinet program
Attend the Advisory Board Meetings
Email communications with faculty
Participate in job fairs and board meetings.
Speak to professors regularly, attend Advisory Board meetings, stop in to talk to students.
I work in the industry and go to trade shows so I stay connected
Participate int any career fairs that come up and i am a member on the METS and Fluid Power Advisory Committee.

**Q4 - How important is it that Hennepin Technical College have a comprehensive corporate engagement strategy that enhances the student experience and ensures positive relationships with faculty?**



#	Answer	%	Count
1	Important	92.31%	12
2	Somewhat important	7.69%	1
3	Neutral	0.00%	0
4	Somewhat unimportant	0.00%	0
5	Unimportant	0.00%	0
	Total	100%	13

**Q5 - What should be the objectives of a corporate engagement program? (check all that apply)**



#	Answer	%	Count
1	Provide financial support to the college	11.43%	4
2	Clearly articulated institutional goals related to engaging corporate partners	14.29%	5
3	Understand labor trends	34.29%	12
4	Allow industry to evaluate program curriculum	34.29%	12
5	Identify and provide customer service standards for corporate partners	5.71%	2
	Total	100%	35

## Q6 - How do you measure success when evaluating your partnership with HTC?

How do you measure success when evaluating your partnership with HTC?
Graduates entering the local workforce.
Education and knowledge level of and students graduating form the programs.
The demand for graduates
the quality of student preparedness
I'm new at being an advisor so it's too early to tell. I did send samples to a teacher and did not receive feedback that they were received so I suppose increased efforts to follow up would be my answer.
seeing the program evolve
Credits Sold and Student head count.
Employability and skills of students and graduates
When graduates have the required skill sets for industry
Hiring qualified students out of Hennepin Tech and see the programs advance and improve
the placement and working toward future trends
I measure success by the quality of candidates i get with Hennepin Tech education and the alignment of their skills to what i'm hiring for.

## Q8 - List at least one successful HTC activity that you have participated in or are aware of:

List at least one successful HTC activity that you have participated in or are aware of:
Minnesota matching program
HTC Foundation Gala
Mini Tech
advisory board meetings
Several years ago I used to give tours of our facility to students but the requests stopped coming in.
seeing the cabinet program partner with the high school wood tech curriculum
Advisory Board
Career fair
Industry specific, career fairs, resume coaching session
Advisory meeting, job fairs, have several machining interns working at Graco
Career fair, Reverse career fair, Advisory committee,

**Q9 - List at least one unsuccessful HTC activity that you have participated in or are aware of:**

List at least one unsuccessful HTC activity that you have participated in or are aware of:

NA

Can't think of any.

Job Fair (all of the students that visited our table were all ready employed...our participation was too late)

NA

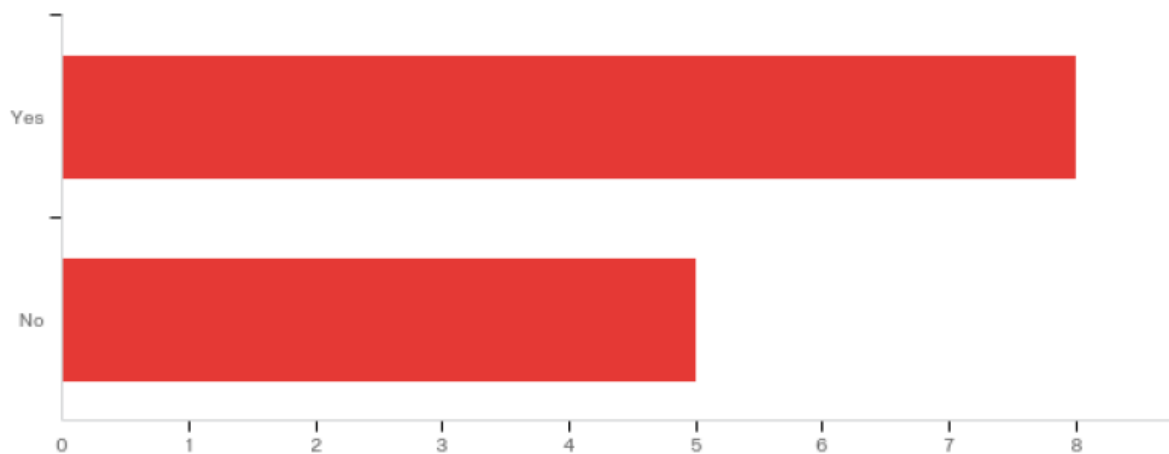
None

watching the administration and politics stop the partnership with the high schools that was bringing in new students

school-wide career fair was too diluted

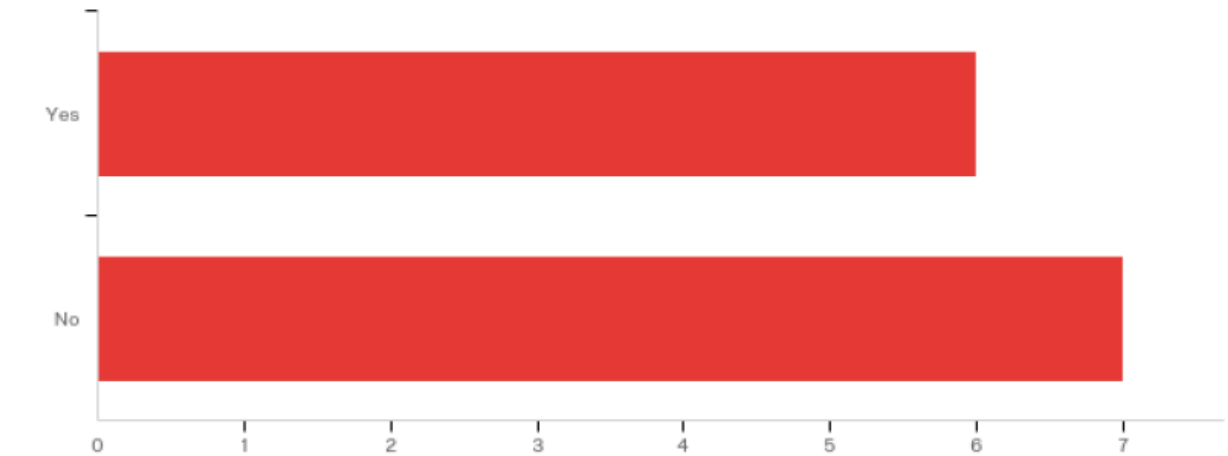
MentorNet kickoff

**Q10 - Have your partnerships with faculty resulted in activities (such as internships, mentoring, job placement) for students or graduates?**



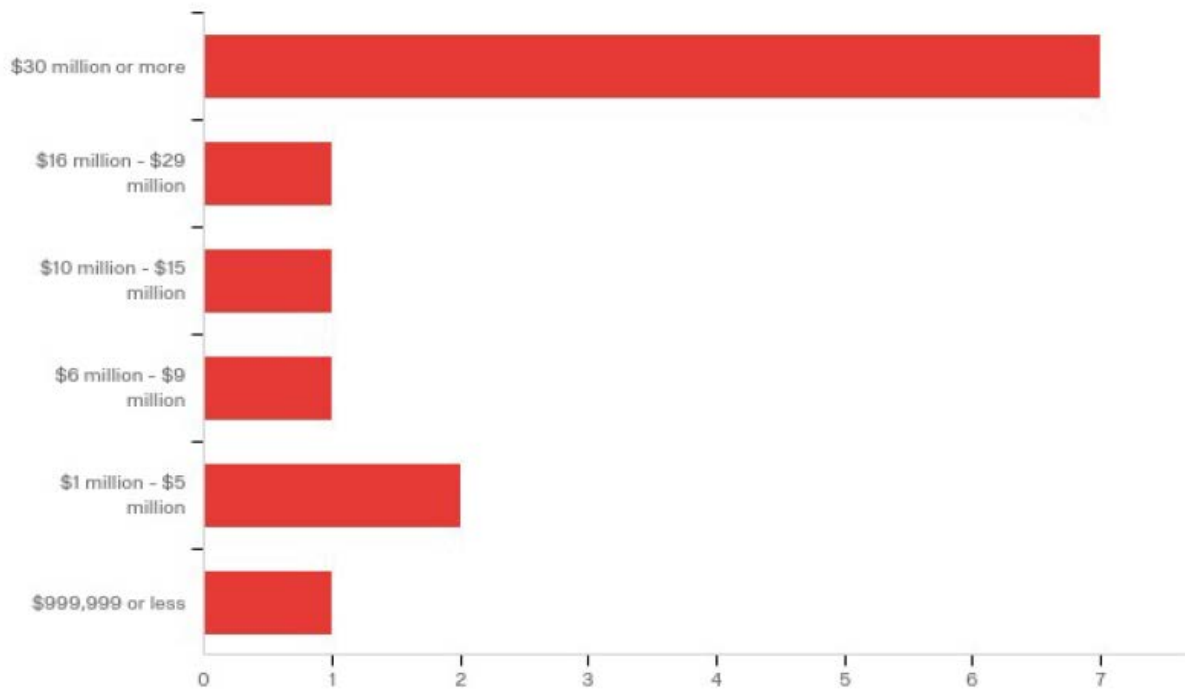
#	Answer	%	Count
1	Yes	61.54%	8
2	No	38.46%	5
	Total	100%	13

Q11 - Do you currently have a formal internship program?



#	Answer	%	Count
1	Yes	46.15%	6
2	No	53.85%	7
	Total	100%	13



**Q12 - What is your company's annual revenue?**

#	Answer	%	Count
1	\$30 million or more	53.85%	7
7	\$16 million - \$29 million	7.69%	1
2	\$10 million - \$15 million	7.69%	1
3	\$6 million - \$9 million	7.69%	1
5	\$1 million - \$5 million	15.38%	2
6	\$999,999 or less	7.69%	1
	Total	100%	13